

# How to Review the AYP Report – 2010-11

(Updated 8/8/2011)

## Section 1: Introduction

This document is intended as a brief outline to help districts and schools identify critical timelines for the AYP, review and validate their AYP report and to provide a general understanding of the calculations reported. Links for additional detailed information are listed in each section.

## Section 2: Timelines

### **Data Sources Open for Edits**

**Student Centered Staging** for reading and math assessment data will be open for editing through **July 22**. (Additional assessments used for AYP to be loaded are OAKS online partials by June 17 and all remaining ELPA tests loaded by June 30.)

**Third Period Cumulative ADM collection** closed **May 27, 2011** but may be re-opened for edits by request through **July 22, 2011**.

**NCLB Title III Limited English Proficiency collection** closed on **June 3, 2011** but may be re-opened for edits by request **July 28 – August 5, 2011**.

### **Data Collection Validations**

Accessible by logging into the district secure website: <https://district.ode.state.or.us/>

**Institutions Receiving AYP and Report Cards** was available for validation **April 28 to May 27**. Boundary change requests were required by May 23.

**Spring Membership Counts** of enrolled students by resident district and school will be available for district validation between **June 9** through **July 22**.

(Data counts will be refreshed from Third Period Cumulative ADM collection on June 14, June 21, July 12 and July 19.)

**Attendance Rates** will be available for district validation **June 9** through **July 22**. (Attendance rates are dynamically reflected as data is updated from Third Period Cumulative ADM collection.)

**Graduation Rates** are final and were validated in March 2011 for the four-year and five-year cohort graduation rates.

**AYP Report Validation, Preview and Public Release**

Accessible by logging into the district secure website: <https://district.ode.state.or.us/>

**Pre-Preliminary** AYP can be previewed by districts from **June 9** through **July 22**. (Reports will be refreshed for each of the following Tuesdays based on the latest data from the Friday before: June 14, June 21, July 12 and July 19.)

**Preliminary** AYP will be posted for district preview on **July 28** and posted for public release on **August 2**.

**Final AYP** available for final district preview on **September 1** and posted for public release on **September 8**.

Additional dates are available in the Reporting Schedule:

<http://www.ode.state.or.us/teachlearn/testing/schedules/asmtreportsched1011.pdf>

and the Collection and Validation Dates schedule:

[https://district.ode.state.or.us/wma/training/docs/ayprc\\_collectionvalidationdates\\_1011.xls](https://district.ode.state.or.us/wma/training/docs/ayprc_collectionvalidationdates_1011.xls)

Section 3: AYP Policy and Technical Manual

Link for AYP Policy and Technical Manual:

<http://www.ode.state.or.us/initiatives/nclb/pdfs/aypmanual1011.pdf>

Section 4: AYP Report Versions for District Preview

**Pre-Preliminary** AYP Report

– for districts to preview on the secure district validation site, ask questions, check for errors in their data submissions and fix, and accept or appeal the report, if necessary  
(**June 9**) – <https://district.ode.state.or.us/apps/acctrpt/Default.aspx>

**Preliminary** AYP Report

–to be posted for public review and media release prior to beginning of school and counts less than 6 will be suppressed for confidentiality  
(**August 2**) – <http://www.ode.state.or.us/data/reportcard/reports.aspx>

**Final** AYP Report

– to be posted for public review and media release of schools and districts identified for improvement  
– to reflect the 1% cap for Extended Assessments, additional data for schools with pending designations due to insufficient data, and approved substantive appeals  
(**September 8**) – <http://www.ode.state.or.us/data/reportcard/reports.aspx>

## Section 5: How to Read the AYP Report

The AYP Report uses 2 years of data (or 4 years of data if the school or district is small) and report format and details differ between School and District AYP reports.

Link: <http://www.ode.state.or.us/search/page/?id=677>

### **Elementary or Middle School Report has 5 pages:**

- Page 1 – Summary-Overall (Overall AYP designations, AYP History)
- Page 2 – Summary-Indicators (ELA (Reading), Math, and Other Indicator (Attendance) designations)
- Page 3 – Reading Details (Participation, Academic Status, Academic Growth)
- Page 4 – Math Details (Participation, Academic Status, Academic Growth)
- Page 5 – Other Indicator Details (Attendance)

### **High School Report has 5 pages:**

- Page 1 – Summary-Overall (Overall AYP designations, AYP History)
- Page 2 – Summary-Indicators (ELA (Reading), Math, and Other Indicator (Graduation) designations)
- Page 3 – Reading Details (Participation, Academic Status, Academic Growth)
- Page 4 – Math Details (Participation, Academic Status, Academic Growth)
- Page 5 – Other Indicator Details (Graduation)  
Attendance may be used in place of Graduation only if the school does not have the minimum number of 40 students in the adjusted cohort or if the school does not offer Grade 12 in 2010-2011.

### **District Report has typically 11 pages (or 12 pages if district is large):**

- Page 1 – AYP Designations for District and Schools within District
- Page 2 – Summary-Overall (Overall AYP designations, AYP History)
- Page 3 – Summary-Indicators (ELA (Reading), Math, and Other Indicator (Graduation) designations)
- Page 4 – Reading Details for Elementary Grades (Grades 3 – 5) within District
- Page 5 – Reading Details for Middle Grades (Grades 6 – 8) within District
- Page 6 – Reading Details for High School Grade (Grade 11) within District
- Page 7 – Math Details for Elementary Grades (Grades 3 – 5) within District
- Page 8 – Math Details for Middle Grades (Grades 6 – 8) within District
- Page 9 – Math Details for High School Grade Span (Grade 11) within District
- Page 10 – Other Indicator Details (Graduation for high schools)
- Page 11 – Other Indicator Details (Attendance for middle grades 6 – 8 and Attendance for elementary grades K to 5)

### Section 6: AYP Calculator Tools

The AYP calculator is provided as an Excel spreadsheet and may be used to insert numbers to determine the calculations used for each AYP indicator: Participation, Academic Status, Academic Growth (a.k.a. Safe Harbor), and Other Indicator (Attendance or Graduation).

Link: <http://www.ode.state.or.us/search/page/?=470>

#### **Elementary or Middle School:**

This Excel file can be used to calculate an AYP determination for Oregon elementary and middle schools without grade 12 or districts without grade spans which are rated on Attendance.

#### **High School:**

This Excel file can be used to calculate an AYP determination for Oregon high schools and schools with grade 12 or districts without grade spans which are rated on Graduation.

#### **District:**

This Excel file can be used to calculate an AYP determination for most Oregon school districts. Single-school districts should use the appropriate school calculator.

### Section 7: AYP Indicator Targets for 2010-11

- A) Participation Target is 95% for both Reading and Math. (Same as last year.)
- B) Academic Status – Reading Target is 70%. (Target last year was 60%.)
- C) Academic Status – Math Target is 70%. (Target last year was 59%.)
- D) Academic Growth – Reading Target is 10% reduction of tests not meeting standard and meets target for other indicator (Attendance or Graduation) for subgroup. (Same as last year.)
- E) Academic Growth – Math Target is 10% reduction of tests not meeting 2009-10 standards and meets target for other indicator (Attendance or Graduation) for subgroup. (Same as last year.)
- F) Attendance Rate – Target is 92%. (Same as last year.)
- G) Graduation Rate (for high schools only) – Target is 65.0% for the four-year cohort graduation rate (same as last year) or 70.0% for the five-year cohort graduation rate (new this year).

### Section 8: Review and Validate Data Sources

Review each of the three data sources below for completeness, errors, and resolution of errors by doing a production download for each data source. Then check the validation reports,

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which are accessible through the district secure website by selecting the application "Report Card/AYP Validation." at: <https://district.ode.state.or.us/apps/login>

**A) Student Centered Staging** assessments for reading and math 2010-2011 will be used for AYP along with ELPA 2010-2011 for first-year LEP students who did not take a reading assessment. Staging is open for editing and edits must be made by **July 22 at 5 PM to be applied to the Preliminary AYP**. Temporary closures occurred May 27 at 5 PM through May 31 and June 3 at 5 PM through June 6.

(Additional assessments used for AYP to be loaded are OAKS online partials by June 17 and all remaining ELPA tests loaded by June 30.)

Make sure SSID's that have been merged or should be merged are done prior to July 1. This may make a difference on your participation and performance rates. (See Section 9 below.)

Also see Section 8-C for the LEP collection, which is used to populate the LEP flags on the Staging records. The prior two years of LEP collections will also be used to identify the students who exited in either prior two years and are being monitored.

**B) Third Period Cumulative ADM collection** is being used this year for the attendance rates and the identification of the students accountable for OAKS participation and performance (also known as Spring Membership).

Attendance is based on all students in enrolled in grades 1 to 12 who are identified with a standard ADM program type (ADMProgTypCd = 01) . Attendance rates are calculated on days present divided by the sum of days present plus days absent for the attending district and school. District Special Education students are omitted from the school attendance rates but are included in the district attendance rates.

Spring membership are students enrolled in grades 3 through 8 and 11 in the resident school and district on the first school day in May and student demographics associated with the student record are used for accountability reporting. (Exempted ADM student records are case management (ADMProgTypCd = 05) and paid tuition (ADMTuitionTypCd = P).)

Be sure the demographics for race/ethnicity, district special education, special education, and economically disadvantaged are accurate. The LEP flag is not used from this collection. The AYP report will be using the NCLB LEP collection for LEP subgroup information.

After completion of the Third Period Cumulative ADM collection submission and all errors are resolved, be sure to check the Attendance and Spring membership validations listed in Section 2.

**C) NCLB Title III Limited English Proficiency collection** will be used to populate the AYP\_LEP flag in the assessment records accessible in Staging (See Section 8-A above). An accurate review of Preliminary AYP requires the submission of this collection for the LEP subgroup.

There is no separate validation of this collection, but you may be contacted if your district has submitted a Third Period Cumulative ADM record with a ADM Program Type Code for ESL (ADMProgTypCd = 02) and there is no corresponding student identified in this LEP collection.

## Section 9: Assessment Indicators - Definition and How to Verify Calculations

The following will address each AYP indicator and list a short definition, the data source and rules for calculation of:

### A) Participation (and Non-Participation) for Reading or Math

**Definition:** Valid tests taken divided by expected number of tests for students enrolled on first school day in May for each year:

$$\text{Participation Rate} = \frac{(\text{Participation count Prior Year} + \text{Participation count Current Year})}{(\text{Participation count Prior Year} + \text{Non-Participation count Prior Year} + \text{Participation count Current Year} + \text{Non-Participation count Current Year})}$$

NOTE: Prior year is 2009-10 and current year is 2010-11 EXCEPT small schools will include 4 years of data (prior year = 2007-08 + 2008-09 and current year = 2009-10 + 2010-11).

**Data Source:** Student Centered Staging (records not in error status) and Third Period Cumulative ADM

### **Valid Tests defined as:**

1. Completed test for OAKS Online (response count > 4), OAKS Paper-Pencil (response count > 9), or Extended Assessments
2. Test Administration Code ([CalcAdminCd](#)) must NOT be:  
1-absent, 3-modified-language, 5-modified-disability, or 7-parent requested child as non-participant

**Find Staging Records used for Participation Denominator:**

**ParticDistInstID** = District ID on student test record as submitted in Third Period Cumulative ADM

**ParticSchlInstID** = School ID on student test record as submitted in Third Period Cumulative ADM

**AYPDistPartic** = 'Y' (for inclusion in District participation denominator)

**AYPSchlPartic** = 'Y' (for inclusion in School participation denominator)

**Verify Participation Denominator – Conditions below must be true for all of the following:**

**For SCHOOL**

1. Student was enrolled in school first day of May (**ParticSchlInstID** not blank)
2. Best Score (**SSIDBestScore** = 'Y')
3. Valid or non-participating (virtual) test record (**TstValidFg** = 'Y' or 'V')
4. Enrolled Grade required to test (**EnrlGrade** = '03','04','05','06','07','08',or '11')
5. Not Test Admin code for home schooled/foreign exchange/out-of-state, not enrolled during test window, or medical emergency (**CalcAdminCd** <> '6', '8' or '9')
6. Not in District Special Education (**DistSPED** <> 'Y')

**For DISTRICT**

1. Student was enrolled in district first day of May (**ParticDistInstID** not blank)
2. Use school participation denominator conditions 2 to 5 listed above
3. District Special Education can be 'Yes' or 'No' (**DistSPED** = 'Y' or 'N' or blank)

**Verify Participation (numerator) – Conditions below must be true for all of the following:**

**For SCHOOL**

1. Student was enrolled in school first day of May (**ParticSchlInstID** not blank)
2. Best Score (**SSIDBestScore** = 'Y')
3. Valid test (**TstValidFg** = 'Y')  
Or virtual record for beginning LEP when ELPA is taken in place of Reading (**TstValidFg** = 'V' and **AYP\_LEP** = 'B' and **TestSubj** = 'RL')
4. Enrolled Grades (**EnrlGrade** = '03','04','05','06','07','08',or '11')
5. Not Test Admin code for home schooled/foreign exchange/out-of-state, not enrolled during test window, or medical emergency (**CalcAdminCd** <> '6', '8' or '9')
6. Not in District Special Education (**DistSPED** <> 'Y')

**For DISTRICT**

1. Student was enrolled in district first day of May (**ParticDistInstID** not blank)
2. Use school participation numerator conditions 2 to 5 listed above
3. District Special Education can be 'Yes' or 'No' (**DistSPED** = 'Y' or 'N' or blank)

**Verify Non-Participation – Conditions below must be true for all of the following:**

**For SCHOOL**

1. Student was enrolled in school first day of May ([ParticSchlInstID](#) not blank)
2. Best Score ([SSIDBestScore](#) = 'Y')
3. Non-participating (virtual) test record and NOT including the virtual test records representing beginning year LEP student who has taken ELPA in place of Reading ([TstValidFg](#) = 'V' and NOT ([AYP\\_LEP](#) = 'B' and [TestSubj](#) = 'RL') )
4. Enrolled Grade required to test ([EnrlGrade](#) = '03','04','05','06','07','08',or '11')
5. Not Test Admin code for home schooled/foreign exchange/out-of-state, not enrolled during test window, or medical emergency ([CalcAdminCd](#) <> '6', '8' or '9')
6. Not in District Special Education ([DistSPED](#) <> 'Y')

**For DISTRICT**

1. Student was enrolled in district first day of May ([ParticDistInstID](#) not blank)
2. Use school non-participation conditions 2 to 5 listed above
3. District Special Education can be 'Yes' or 'No' ([DistSPED](#) = 'Y' or 'N' or blank)

B) Academic Status for Reading or Math

**Definition:** Tests met/exceeded standards divided by tests taken for students enrolled on first day in May for each year plus margin of error:

Adjusted Status = % Met Status + Margin of Error

Where

$\% \text{ Met Status} = (\# \text{ Met Prior Year} + \# \text{ Met Current Year}) / (\# \text{ Tests Prior Year} + \# \text{ Tests Current Year})$

And

$\text{Margin of Error} = 233 * \sqrt{0.24 / ((\# \text{ Tests Prior Year} + \# \text{ Tests Current Year}) / 2)}$

NOTE: Prior year is 2009-10 and current year is 2010-11 EXCEPT small schools will include 4 years of data (prior year = 2007-08 + 2008-09 and current year = 2009-10 + 2010-11).

**Data Source:** Student Centered Staging (records not in error status) and Third Period Cumulative ADM

**Valid Tests defined as:**

1. Completed test for OAKS Online (response count > 4), OAKS Paper-Pencil (response count > 9), or Extended Assessments
2. Test Administration Code ([CalcAdminCd](#)) must not be:  
1-absent, 3-modified-language, 5-modified-disability, or 7-parent requested child as non-participant

**Find Staging Records used for Performance Denominator (# of Tests):**

**ParticDistInstID** = District ID on student test record as submitted in Third Period Cumulative ADM

**ParticSchlInstID** = School ID on student test record as submitted in Third Period Cumulative ADM

**AYPDistPerf** = 'Y' (for inclusion in District performance denominator)

**AYPSchlPerf** = 'Y' (for inclusion in School performance denominator)

**Verify Performance Denominator (# Tests) – Conditions below must be true for all of the following:**

**For SCHOOL**

1. Student was enrolled in school first day of May (**ParticSchlInstID** not blank)
2. Best Score (**SSIDBestScore** = 'Y')
3. Valid Test (**TstValidFg** = 'Y')
4. Enrolled Grades (**EnrlGrade** = '03','04','05','06','07','08',or '11')
5. Not Test Admin code for home schooled/foreign exchange/out-of-state, not enrolled during test window, or medical emergency (**CalcAdminCd** <> '6', '8' or '9')
6. Not in District Special Education (**DistSPED** <> 'Y')
7. Not a beginning year LEP (**AYP\_LEP** <> 'B' or 'A')
8. Student enrolled full academic year in school (**StayInSchl** = 'Y') as submitted in Third Period Cumulative ADM collection

**For DISTRICT**

1. Student was enrolled in district first day of May (**ParticDistInstID** not blank)
2. Use school participation denominator conditions 2 to 5 listed above
3. District Special Education can be 'Yes' or 'No' (**DistSPED** = 'Y' or 'N' or blank)
4. Not a beginning year LEP (**AYP\_LEP** <> 'B' or 'A')
5. Student enrolled full academic year in district (**StayInDist** = 'Y') as submitted in Third Period Cumulative ADM collection

**Verify Performance Numerator (# Met) – Conditions below must be true for all of the following:**

**For SCHOOL**

1. Student was enrolled in school first day of May (**ParticSchlInstID** not blank)
2. Best Score (**SSIDBestScore** = 'Y')
3. Valid Test (**TstValidFg** = 'Y')
4. Enrolled Grades (**EnrlGrade** = '03','04','05','06','07','08',or '11')
5. Not Test Admin code for home schooled/foreign exchange/out-of-state, not enrolled during test window, or medical emergency (**CalcAdminCd** <> '6', '8' or '9')
6. Not in District Special Education (**DistSPED** <> 'Y')
7. Not a beginning year LEP (**AYP\_LEP** <> 'B' or 'A')
8. Student enrolled full academic year in school (**StayInSchl** = 'Y') as submitted in Third Period Cumulative ADM collection

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9. Met/Exceeded standard ((PI5g\_Tot = ('4' or '5') and SrtTstTyp <> 'X') or (PI5b\_Tot = ('4' or '5') and SrtTstTyp = 'X'))

NOTE: Extended Assessments (indicated by SrtTstTyp = 'X') use alternate standards, which are reflected in field PI5b\_Tot.

### **For DISTRICT**

1. Student was enrolled in district first day of May (ParticDistInstID not blank)
2. Use school participation denominator conditions 2 to 5 listed above
3. District Special Education can be 'Yes' or 'No' (DistSPED = 'Y' or 'N' or blank)
4. Not a beginning year LEP (AYP\_LEP <> 'B' or 'A')
5. Student enrolled full academic year in district (StayInDist = 'Y') as submitted in Third Period Cumulative ADM collection
6. Met/Exceeded standard ((PI5g\_Tot = ('4' or '5') and SrtTstTyp <> 'X') or (PI5b\_Tot = ('4' or '5') and SrtTstTyp = 'X'))  
NOTE: Extended Assessments (indicated by SrtTstTyp = 'X') use alternate standards, which are reflected in field PI5b\_Tot.
7. Count of Extended Assessments who Met/Exceeded standard can be no greater than 1% of total tests with scores.

## Section 10: When Student Centered Staging test record counts **don't match**

### Next Steps

1. Start with the Participation Denominator count and match with the count of Third Period Cumulative ADM collection for students enrolled in the required test grades (Cumulative ADM EnrlGrdCd = '03','04','05','06','07','08',and '11').
2. If the Participation Denominator matches the Third Period Cumulative ADM collection count but you do not see all the test records, then the student(s) probably took their test(s) in another district, and your district is credited with the test taken.
3. If there are too many virtuals (non-participants), first check the Assessment and Accountability Update (<http://www.ode.state.or.us/search/page/?=1303>) to determine if some tests have not yet been loaded to Staging.
4. Make sure there are no Staging test records in **error**. (See below for additional steps to clean up Staging records.)

### To correct non-participation (virtual) test records (TstValidFg = 'V'):

1. Make necessary edits to any test records that are in **error**. (This will eliminate the virtual test record the next time ODE resolves records.)
  - a. Log in to Student Centered Staging and under Error Management choose 'Review Errors';
  - b. Click on the "Show Errors" link associated with a particular file to see a list of errors by category for that particular file;
  - c. Click the "Show Detail" link associated with an Error Category to display a list of the individual error records for that error category;

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- d. Click on the "Fix!" link to open the error record and fix it;
  - e. After making the necessary correction to the record, click on the [Save!] button at the bottom of the record to save the changes.
  - f. Click on the [Return to List!] button at the bottom of the record to return to the error record listing. The "Fix!" link should now say "Fixed!";
  - g. Click the [Validate!] button to submit the corrections to ODE;
  - h. You will be notified by email when the processing is completed.
2. If the student was **NOT** enrolled on the first school day in May, edit the student record in the Third Period Cumulative ADM Collection.
- a. Log in to the Consolidated Collections application;
  - b. Choose Third Period Cumulative ADM 10-11;
  - c. Under Record Management, choose Record Maintenance;
  - d. Type in the student's SSID in the search screen;
  - e. Click the Edit checkmark and then edit the student record.
3. If the student was enrolled on the first school day in May but **NOT** during the test window:
- a. Log in to Student Centered Staging and under Record Management choose 'Edit Posted Records';
  - b. Choose the Academic Year and Subject (e.g., 2010-2011 Math);
  - c. Type in the student's SSID in the search screen;
  - d. Click the [Find!] button and then click the "Edit!" link;
  - e. Change the Current Administrative Code to "Not enrolled during test window."  
(This can also be done through an Adjustment Format file download/upload by putting an 8 in the [CalcAdminCd](#) column.)
  - f. After making the necessary correction to the record, click on the [Save!] button at the bottom of the record to save the changes.

### Notes about virtual records

If a first year LEP student who took the ELPA ([AYP\\_LEP](#) flag is set to 'B') has a virtual test record in reading or writing, **do nothing**. These records will be counted as participating in the Report Card and AYP reports.

If a student has a virtual test record and a test record with a valid test score in the same subject with the same SSID, **do nothing**. These records will be resolved and the non-participation test record will not be used in accountability reporting.

If a student has a virtual test record and a test record without a valid test score in the same subject with the same SSID, be sure that Administration codes of 6, 7, or 8 are coded appropriately on the **virtual** test record. Only information on the virtual test record will be used in accountability reporting.

Links

**Assessment Inclusion Rules for Accountability Reports 2010-2011**

<http://www.ode.state.or.us/search/page/?id=1302>

**Additional User Guides for Reference (on the District web site):**

<https://district.ode.state.or.us/search/page/?=39>

**How to Edit Program and Demographic Fields in Student Staging:**

[https://district.ode.state.or.us/wma/training/docs/studentstagingedits\\_1011.pdf](https://district.ode.state.or.us/wma/training/docs/studentstagingedits_1011.pdf)

**Correcting Non-Participation Records in Student Staging:**

<https://district.ode.state.or.us/wma/training/docs/nonparticipants1011.pdf>

Section 11: Non-Assessment Indicators - Definition and How to Verify Calculations

A) Attendance Rate

**Definition:**

The attendance for a school or district is the weighted average of enrollment on the first school day in May multiplied by the attendance rate for each year. The attendance rate represents the percentage of students attending in grades 1-12 and is calculated as the total number of days students are present divided by total number of days students are present plus total number of days students are absent.

**Verify each year (typically, 2 years of attendance) by:**

1. Using Third Period Cumulative ADM, select all students with standard ADM program type (ADMProgTypCd = 01) and enrolled in grades 1 to 12.
2. If calculating for a school, be sure to omit the students with the district special education flag (DistSpEd = Y) but include them for the district calculation.
3. Sum the days present for all selected students.
4. Sum the days absent for all selected students.
5. Apply the following formula for the attendance rate for each year listed on the AYP report:

*Attendance Rate for each year reported = (Days present) / (Days present + Days Absent)*

6. Multiply each year's attendance rate by the enrollment count on the first school day in May for a weighted attendance rate.

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7. Add each year's weighted attendance rate together and divide by the total enrollment count on the first school day in May from all years used for the weighted average attendance rate.

### B) Graduation Rates

#### Definitions:

The four-year adjusted cohort is the set of all ninth grade students who entered high school for the first time in 2006-07, and the adjusted cohort reflects students who transfer in or out of the school over the course of four years. The four-year cohort graduation rate is the number of students in the adjusted cohort who earned a regular diploma by August 31, 2010 divided by the size of the adjusted cohort.

The five-year adjusted cohort is the set of all ninth grade students who entered high school for the first time in 2005-06, and the adjusted cohort reflects students who transfer in or out of the school over the course of five years. The five-year cohort graduation rate is the number of students in the adjusted cohort who earned a regular diploma by August 31, 2010 divided by the size of the adjusted cohort.

[Link for more information:](http://www.ode.state.or.us/wma/policy/accountability/cohortpolicytechnicalmanual.pdf)

<http://www.ode.state.or.us/wma/policy/accountability/cohortpolicytechnicalmanual.pdf>

## Section 12: Subgroups by AYP Indicator– Definitions and Data Sources

The following tables identify the definitions and data sources of the subgroups depending on the AYP Indicator. Any data changes during the open editing period for each data source are not immediately reflected on the AYP Pre-Preliminary and Preliminary reports but will be reflected on the dates listed for report generation in Section 2 – Timelines.

### A) Subgroups for Assessment

<b>AYP Indicator</b>	<b>Subgroup</b>	<b>Definition</b>	<b>Data Source(s)</b>
Assessment	Economically Disadvantaged	Student participating or eligible for the Free & Reduced Lunch (FRL) Program or household income similar to FRL guidelines	Updated weekly in Staging from Third Period Cumulative ADM collection starting 5/28/2011
Assessment	Limited English Proficient (LEP)	Any student identified as Limited English Proficient in 2010-2011 or any exited LEP student in either 2009-2010 or 2008-2009	Updated weekly in Staging from NCLB LEP Collection starting 5/28/2011

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Assessment	Students with Disabilities	Student participating in an Individualized Education Plan (IEP) anytime during the academic year (from the first school session day through the first school day in May)	SSID system at time of assessment record load and  Updated weekly in Staging from Third Period Cumulative ADM collection starting 5/28/2011  Note: No longer editable in Staging after 5/28/2011
Assessment	Race/Ethnicity	Categories same as last year; definition of Hispanic subgroup expanded to include any multi-racial or multi-ethnic student of Hispanic origin; and multi-racial or multi-ethnic category does not include any student of Hispanic origin.	SSID system at time of assessment record load and  Updated weekly in Staging from Third Period Cumulative ADM collection starting 5/28/2011  Note: No longer editable in Staging after 5/28/2011

### B) Subgroups for Attendance

<b>AYP Indicator</b>	<b>Subgroup</b>	<b>Definition</b>	<b>Data Source(s)</b>
Attendance	Economically Disadvantaged	Student participating or eligible for the Free & Reduced Lunch (FRL) Program or household income similar to FRL guidelines	Third Period Cumulative ADM collection
Attendance	Limited English Proficient (LEP)	Any student identified as Limited English Proficient in 2010-2011	NCLB LEP Collection
Attendance	Students with Disabilities	Student participating in an Individualized Education Plan (IEP) anytime during the academic year (from the first school session day through the first school day in May.)	Special Ed Child Find (Indicator 11), December SECC, and June Special Education Exit collections

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Attendance	Race/Ethnicity	Categories same as last year; definition of Hispanic subgroup expanded to include any multi-racial or multi-ethnic student of Hispanic origin; and multi-racial or multi-ethnic category does not include any student of Hispanic origin.	Third Period Cumulative ADM collection
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Note: Enrollment used for weighting attendance rates across 2 years or 4 years is based on all students in grades 1 through 12 enrolled on the first school day in May. For 2010-2011 and 2009-2010, Third Period Cumulative ADM was used. For 2008-2009 or earlier, the Spring Membership collection was used.

### C) Subgroups for Graduation - Cohort & NCES graduation rates

<b>AYP Indicator</b>	<b>Subgroup</b>	<b>Definition</b>	<b>Data Source(s)</b>
Graduation	Economically Disadvantaged	Any student identified in the Third Period Cumulative ADM Collection or Spring Membership collection as economically disadvantaged during any school year in which the student was enrolled in a high school grade	Spring Membership collections from 2006-2007 through 2008-2009  Third Period Cumulative ADM 2009-2010
Graduation	Limited English Proficient (LEP)	Any student identified as Limited English Proficient during any school year in which the student was enrolled in a high school grade	NCLB LEP collections from 2006-2007 through 2009-2010
Graduation	Students with Disabilities	Student served by special education programs during any school year in which the student was enrolled in a high school grade	Special Ed Child Find (Indicator 11), December SECC, and June Special Education Exit collections

## How to Review the AYP Report – 2010-11

Graduation	Race/Ethnicity	Same categories used for ADM enrollment in 2009-2010	Latest outcome record from either High School Completer collections, Early Leaver collections, or Annual ADM collections from 2006-2007 through 2008-2009  Third Period Cumulative ADM 2009-2010 and Cumulative ADM Exit Adjustment
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### Section 13: ACCEPT or APPEAL AYP Report on the district validation

After reviewing the AYP indicators reported, if you do not find any issues, you may click the ACCEPT button. You are able to override the submitted acceptance by clicking on the APPEAL button.

If you find issues or possible miscalculations, you may submit an appeal by clicking the APPEAL button and submit your evidence; please be as specific as possible. Appeals will be reviewed and the submitter will be notified of acceptance or rejection of appeal. Every attempt will be made to contact the submitter if appeals are submitted early. **Do not wait until July 22 before submitting appeals.**

Most of the time, the appeal is related to a data error from the district's data submission and needs to be corrected by the submitter. You may be able to avoid a long wait time for a response to an appeal by obtaining assistance from your regional ESD partner.

**For assistance, contact your Regional ESD Partner:**

<http://www.ode.state.or.us/wma/teachlearn/testing/oaks/esdpartners1011.pdf>